

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area I:	General Supervision
Question	Is effective general supervision of the implementation of the Individuals with Disabilities Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probe: GS.1	Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
State Goal	Maintain general supervision activities that result in all eligible children with disabilities receiving FAPE in the LRE.
Performance Indicator(s)	Indicator 1: Supply of trained hearing officers, mediators and complaint investigators. Indicator 2: Focus monitoring process in place and LEAs selected for focus monitoring activities.

1.1 Baseline/Trend Data

Indicator 1: The trend continues to show an adequate supply of dispute officers over the past four years.

- A total of nine trained hearing officers have served for the last five years. Two other hearing officers have served for over 15 years.
- The SDE currently has 14 SDE mediators who have been trained in special education law and mediation. The mediators are spread throughout the state.
- The SDE Dispute Resolution Coordinator and four contracted investigators investigate complaints. Two of the four contracted investigators are relatively new and replace two investigators who no longer serve the agency.
- The State Department of Education requires additional training for its contracted hearing officers, mediators, and complaint investigators every two years. Each person is trained in special education law and in the necessary process and procedures to accomplish the given task.

2.1 Target

Indicator 1: Number of trained hearing and complaint officers ≥ 26

3.1 Explanation of Progress or Slippage

Indicator 1: Progress. Target met. The SDE has 29 trained, contracted dispute personnel to respond efficiently and effectively and were readily available when needed 100% of the time for mediations, complaint investigations and due process hearings so that timelines were met. (See

Table 1: Criteria Indicating Need for Focus Monitoring

1. Very low performance on goals
2. Failure to make academic gains (AYP, IRI)
3. Exceptionally high case load sizes
4. Failure to correct compliance issues within one year
5. Multiple complaints filed by different parents
6. Child Count verification compliance findings
7. Multiple calls of concern

Table 2: Idaho Monitoring Process

Year 1: LEA internal self-evaluation with training, guidance, and technical assistance provided by the SEA
Year 2: External SDE review based on need include the following options with scores determined using a rubric: no onsite, mini, targeted, full review. Finalize Plan for Improving Results.
Years 3-5: Progress Reports
Off-Cycle: Focus review based on need, resulting in a corrective action plan.

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<p>tables 4-6) Progress is attributed to:</p> <ul style="list-style-type: none"> Contracted personnel are provided training, at a minimum, every two years. Numbers of trained personnel were adequate to respond promptly to dispute requests so processes were quickly under way and completed within required timelines. Several of the talented individuals serve in a dual capacity, i.e. serving as a mediator and investigator or hearing officer and investigator. In order to help decrease the number of formal disputes, the SDE has recently moved in a proactive direction by using IEP meeting facilitators to resolve potential disputes. Facilitators are knowledgeable about special education law and are currently used on a case-by-case basis. During the latter part of the 2003-2004 school year, three formal actions were avoided; three different facilitators guided the IEP meeting to a successful closure. The SDE plans to expand this program within the coming 12 months. <p>4.1 Projected Targets <u>Indicator 1</u>: Number of trained hearing and complaint officers ≥ 26</p> <p>1.2 Baseline/Trend Data <u>Indicator 2</u>: Steps to fully implement focus monitoring have been completed. Focus monitoring criteria has been established. Two districts were selected based on the criteria represented in Table 1. Corrective action plans were developed and the districts implemented the changes.</p>	<p>2.2 Target <u>Indicator 2</u>: Full implementation of focus monitoring by completion of 11 steps.</p> <p>3.2 Explanation of Progress or Slippage <u>Indicator 2: Progress.</u> Target exceeded. Steps to fully implement focus monitoring have been completed; Focus monitoring criteria has been established. (See Table 1) and two districts received onsite visits based on the Focus criteria. Focus monitoring has been added as an off-cycle review for LEAs where significant data deviations are occurring. In addition to Focus Monitoring, Idaho has maintained the cyclical process for all LEAs to ensure compliance and continued improvement in results for students with disabilities. (See Table 2)</p> <p>4.2 Projected Targets <u>Indicator 2</u>: Full implementation of Focus Monitoring</p> <p>Goal Summary The general supervision instruments and procedures used by the SEA identify and correct dispute and monitoring noncompliance findings in a timely manner. A monitoring exit report delineating findings is delivered orally and in writing as SDE staff exits the district. Regional consultants conduct follow up technical assistance to ensure compliance within one year.</p>
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5. Future Activities	6. Projected Timelines	7. Projected Resources
• Conduct hearing officer and complaint investigator training	December 2005	<ul style="list-style-type: none"> Dispute Resolution Coordinator Part VI-B funds
• Align all state policies and practices with IDEA 2004 and its regulations	January 2006	<ul style="list-style-type: none"> SDE Central Office Staff Part VI-B funds
• Conduct Focus Monitoring in LEAs that meet the criteria.	June 2005	<ul style="list-style-type: none"> SDE Central Office Staff Regional Consultants
• Work with cross-bureau team to create a monitoring process that includes all federal programs in the accreditation process for a unified school improvement effort.	September 2006	<ul style="list-style-type: none"> Quality Assurance Coordinator Title I, Migrant, ESL, Accreditation
• Post monitoring reports on the state website	September 2005	<ul style="list-style-type: none"> Quality Assurance Coordinator

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Probe: GS.II	Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
State Goals	Identify and remediate systemic issues within one year *
Performance Indicator(s)	Indicator 1: Maintain a monitoring system that identifies systemic non-compliance and ensures that issues are corrected within one year. Indicator 2: Number of parent interviews conducted annually to determine issues. Indicator 3: Number of districts receiving targeted training to address compliance issues identified through a variety of sources. Indicator 4: Interagency ratings determine effectiveness of the agreement and are used for improvement planning.

1.1 Baseline/Trend Data

Indicator 1: Trend remains unchanged with 100% of identified systemic non-compliance issues corrected within one year.

2.1 Target

Indicator 1: 100% of monitoring compliance issues remedied within one year.

3.1 Explanation of Progress or Slippage

Indicator 1: **Progress.** 100% of compliance issues corrected within one year.

Progress is attributed to:

- A revised monitoring system and process that focuses on improving results for students while continuing to ensure that compliance is maintained.
- Monitoring system includes compliance rating
- Systemic issues identified by the district through the self-evaluation process or through follow-up SDE onsite visit.
- Interventions planned by districts to address compliance issues.
- Districts accessing training provided by the SDE and regional consultants
- Accountability through follow-up visits by SDE regional consultants and an annual progress report that must address new data on performance measures

4.1 Projected Targets

Indicator 1: Maintain 100% of compliance issues corrected within one year.

1.2 Baseline/Trend Data

Indicator 2: The number of parent interviews remains above the goal of 300. Data is gathered regarding parent issues and concerns regarding their child's special education program.

2.2 Target

Indicator 2: Conduct a minimum of 300 parent interviews annually.

Fig. 1 Parent Interviews Conducted by the SDE During Monitoring Activities

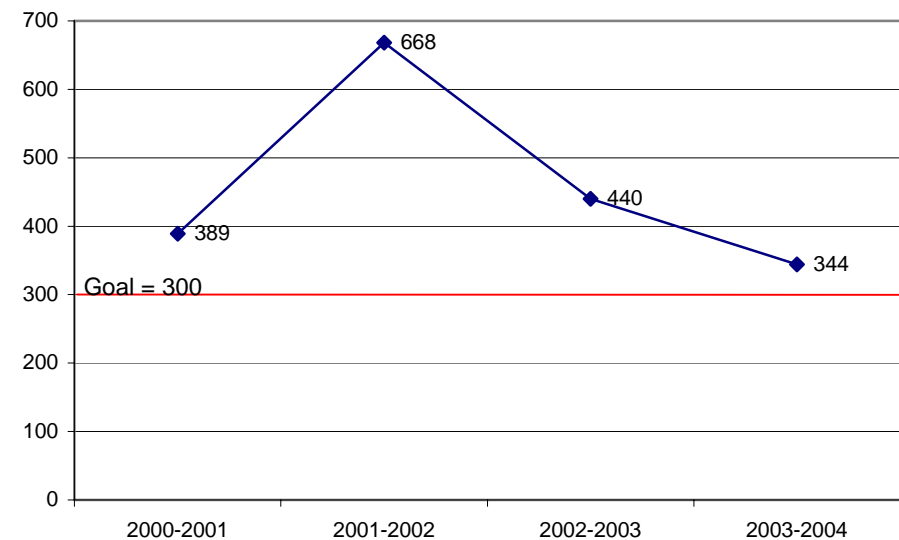


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3.2 Explanation of Progress or Slippage

Indicator 2: Progress. Target exceeded with 344 parent interviews conducted. (See Fig. 1) Information collected was used as follows:

- Issues rank ordered and used in decision-making regarding training needs.
- Aggregated results of the parent interviews were shared with the district for use in self-evaluation activities.

4.2 Projected Targets

Indicator 2: Conduct a minimum of 300 parent interviews annually.

1.3 Baseline/Trend Data

Indicator 3: Number of districts receiving targeted training to address compliance issues identified through a variety of sources.

2.3 Target

Indicator 3: 20 districts access targeted training on identified areas of need in their Plan for Improving Results.

3.3 Explanation of Progress or Slippage

Indicator 3: Progress. Target exceeded with 21 districts receiving training targeted to address their needs identified in the Plan for Improving Results.

4.3 Projected Targets

Indicator 3: Maintain training in ≥ 20 districts targeted to needs identified in their Plan for Improving Results.

1.4 Baseline/Trend Data

Indicator 4: Baseline was an overall average of 2.4 with strengths in Services and Climate and weakness in the cross agency data system.

2.4 Target

Indicator 4: Interagency ratings average 3.0.

3.4 Explanation of Progress or Slippage

Indicator 4: Progress. Interagency ratings average 4.0 for the third survey, up significantly from 2.4 on the prior survey. Surveys included ratings from Health and Welfare Part C, Children's Mental Health, and Vocational Rehabilitation.

Five areas were rated above average: Services, Climate, Shared Vision, Resources, and Communication. The weakest area continues to be the cross agency data system, although this area improved considerably from 1.5 last year to 2.7 this year with continuing work on the cross-agency data system that presently includes Part C, Part B, and Vocational Rehabilitation. (See Table 3)

4.4 Projected Targets

Indicator 4: Interagency ratings remain at 3.0 or above.

Table 3: Interagency Relationship Survey	
	Date: 3/22/05 Stakeholders & SDE
Goals	Average/ Range
Services - We provide children and youth with disabilities and their families, individualized, appropriate services that result in positive experiences and outcomes.	4.0 3-5
Climate - We are a community where individuals are valued and listened to while working together effectively.	4.7 4-5
Shared Vision - We share a common purpose, recognize each other's strengths and limitations and support each other in multiple ways to accomplish that purpose.	4.3 4-5
Resources - We maximize, share, and distribute available resources equitably.	4.3 4-5
Policies/Procedures - We have cross agency policies and procedures that are complimentary and enable seamless delivery systems for our stakeholders.	3.3 3-4
Data System - We have a cross agency data system that allows us to input and retrieve valid, results-oriented data.	2.7 1-5
Communication - We communicate in an organized, ongoing respectful manner on all levels within and among agencies, partners and families.	4.7 4-5

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5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none"> Recruit and train parent interviewers 	Ongoing	<ul style="list-style-type: none"> Quality Assurance Coordinator Part VI-B funds
<ul style="list-style-type: none"> Continue compliance trainings in all regions 	2004-2005 school year	<ul style="list-style-type: none"> All SDE staff
<ul style="list-style-type: none"> Use data from annual interagency rating scale to address the effectiveness of the agreement and to address identified systemic issues. 	Annually	<ul style="list-style-type: none"> Bureau staff Interagency partners
<ul style="list-style-type: none"> Continue to explore cross-agency data system to include adult and juvenile corrections and Children's Mental Health 	2004-2006	<ul style="list-style-type: none"> Bureau staff

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Probe: GS.III	Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
State Goal:	Maintain the high level of timely due process hearings, complaint investigations, and mediations.
Performance Indicator(s)	Indicator 1: Percentage of hearings completed within 45 days. Indicator 2: Percentage of complaints completed within 60 days. Indicator 3: Percentage of successful mediations.

1.1 Baseline/Trend Data

Indicator 1: The trend for percentage of hearings completed within 45 days is improving. (See Table 3.) Average time needed to complete a hearing this year was 25 days. (See Figure 2)

2.1 Targets

Indicator 1: 100% of hearings completed within 45 days unless extended by hearing officer. (See Table 4)

3.1 Explanation of Progress or Slippage

Indicator 1: Progress. Target met. 100% of hearings were completed within 45 days. Progress was due to:

- An adequate supply of hearing officers.
- Emphasis on timelines
- Small number of hearings filed

4.1 Projected Targets

Indicator 1: 100% of hearings completed within 45 days unless extension granted by hearing officer

1.2 Baseline/Trend Data

Indicator 2: Percentage of complaints completed within 60 days. The trend remains stable with very high performance. (See Table 5) The average complaint took just 49 days to complete.

2.2 Targets

Indicator 2: 100% of complaints completed within 60 days.

Table 4: Hearings

Hearings	'98-'99	'99-'00	'00-'01	'01-'02	'02-'03	'03-'04
Hearings held	6	4	2	4	4	1
Number completed within 45 days	1	0	2	2	3	1
Percentage completed within 45 days	16%	0%	100%	50%	75%	100%

Table 5: Complaints

Complaints	'98-'99	'99-'00	'00-'01	'01-'02	'02-'03	'03-'04
Number of complaints	16	22	23	18	18	18
Number completed within 60 days	16	21	22	18	17	17
Percentage completed within 60 days	100%	95%	96%	100%	94%	94%

Table 6: Mediations

Mediations	'98-'99	'99-'00	'00-'01	'01-'02	'02-'03	'03-'04
Number of mediations	10	22	16	16	16	9
Number completed within 20 days (internal goal)	6	15	15	10	10	6
Percentage successful mediations	100%	76%	79%	85%	90%	100%

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3.2 Explanation of Progress or Slippage

Indicator 2: Slippage. One complaint missed the 60-day timeline.

This was due to the following factors:

- The LEA was required to submit documentation that the lengthy list of accommodations on a student's IEP were being implemented.
- Near the end of the timeline, the complaint investigator received documents from the LEA but they were insufficient.
- Given a few more days, the LEA was able to gather and submit the necessary evidence, but a formal extension was not documented.
- Findings were issued by the complaint investigator on day 70.

4.2 Projected Targets

Indicator 2: 100% of complaints completed within 60 days.

1.3 Baseline/Trend Data

Indicator 3: Percentage of successful mediations. The trend is improving. (See Table 6)
 The average number of days needed to complete mediation this year was 18. (See Figure 2)

2.3 Targets

Indicator 3: 80% of mediations are successful.

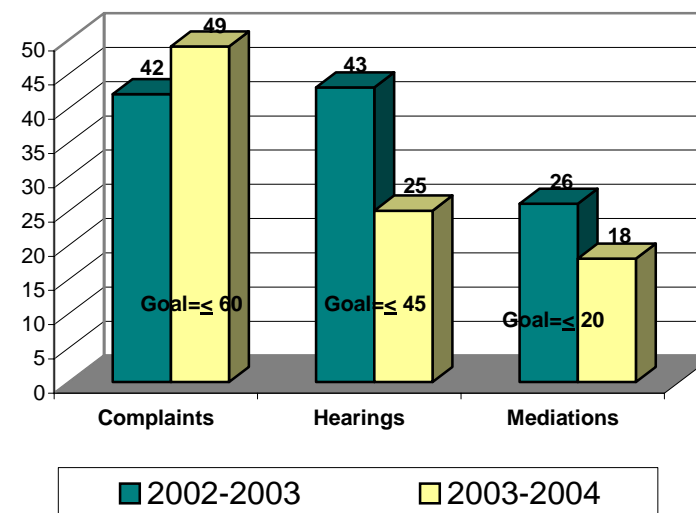
3.3 Explanation of Progress or Slippage

Indicator 3: Progress. Target exceeded with 100% of mediations successful.

Progress is attributed to:

- Retentions of well-trained mediators
- An adequate supply of mediators

Fig. 2: Average Number of Days to Resolve Disputes



4.3 Projected Targets

Indicator 3: ≥80% of mediations are successful

5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none"> • Conduct hearing officer and complaint investigator training on IDEA 2004 and Regulations 	December 2005	<ul style="list-style-type: none"> • Dispute Resolution Coordinator • Title VI-B funds
<ul style="list-style-type: none"> • Conduct training for new IEP facilitators • Develop policies & procedures for LEA application to be assigned an IEP facilitator 	September 2005	<ul style="list-style-type: none"> • Dispute Resolution Coordinator • Title VI-B funds

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Probe: GS.IV	Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
State Goal	Personnel in Idaho are trained to ensure that all students with disabilities at all age levels receive appropriate services in the least restrictive environments.*
Performance Indicator(s)	Indicator 1: Percentage of fully certified special education personnel Indicator 2: Retention rate for special education teachers Indicator 3: Caseload size of special education teachers Indicator 4: Number of special education graduates from Idaho colleges and universities Indicator 5: Number of qualified applicants for special education vacancies

1.1 Baseline/Trend Data

Indicator 1 Percentage of fully certified special education personnel:

Trend data shows a steady decline in the percentage of fully certified special education personnel. For '03-'04, 87% of the personnel were fully certified. (See Figure 2) (Source: Bureau of Certification and Child Count.)

2.1 Target

Indicator 1: >90% fully certified special education personnel.

3.1 Explanation of Progress or Slippage

Indicator 1: **Slippage.** Contributing factors may be:

- Idaho universities are not preparing enough students to meet the demand
- An increase of 44 special education FTEs (17 filled with non-certified personnel)
- Special education teachers leaving the field for general education positions
- High caseloads and the related paperwork demands
- Border states attract Idaho teachers with a higher pay scale
- Special educators are pressured to improve student performance quickly so the school will make AYP, but they lack scientifically research-based intervention tools that yield significant gains.
- Some administrators expect the special educator to work with non-disabled students who do not pass the statewide exams, in addition to

Fig. 3: Fully Certified Special Education Staff

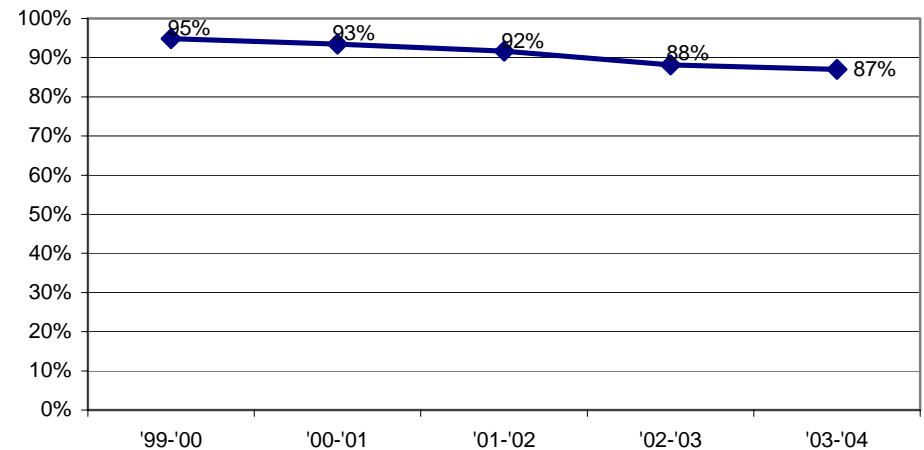


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their special education caseload.

4.1 Projected Targets

Indicator 1: >90% fully certified special education personnel.

1.2 Baseline/Trend Data

Indicator 2: Retention rate for special education teachers

The retention rate for special education teachers is declining. For 2003-2004, 81% were retained. (See Figure 3) (Source: Idaho Basic Education Data System.)

Note: This graph has been changed to reflect more accurate data rather than using the data reported last year. There was an error in the original query. Special education teachers were counted as retained if they showed up the next year in the database. This year, the stipulation was added that they must not only show up in the database the next year, but also must continue to be assigned to a special education position. Therefore, this new data is more accurate.

2.2 Target

Indicator 2: $\geq 85\%$ retention rate for special education teachers. (This target was changed based on the revised, more accurate baseline).

3.2 Explanation of Progress or Slippage

Indicator 2: Slippage is attributed to the following:

- High caseloads and the related paperwork
- Pressures generated by NCLB

4.2 Projected Targets

Indicator 2: $\geq 85\%$ retention rate for special education teachers.

1.3 Baseline/Trend Data

Indicator 3: The average caseload size for special education teachers has been 25 students, but there was a decline to 23 students for 2003-2004. (See Figure 4) (Source: Child Count)

2.3 Target

Indicator 3: Caseload size for special education teachers of ≤ 25 .

Fig. 4: Retention Rate for Special Education Teachers

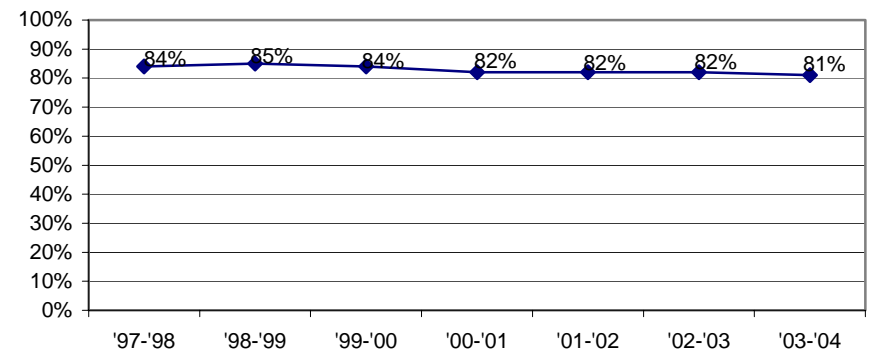


Fig. 5: Average Case Load: Students per Special Education Teacher

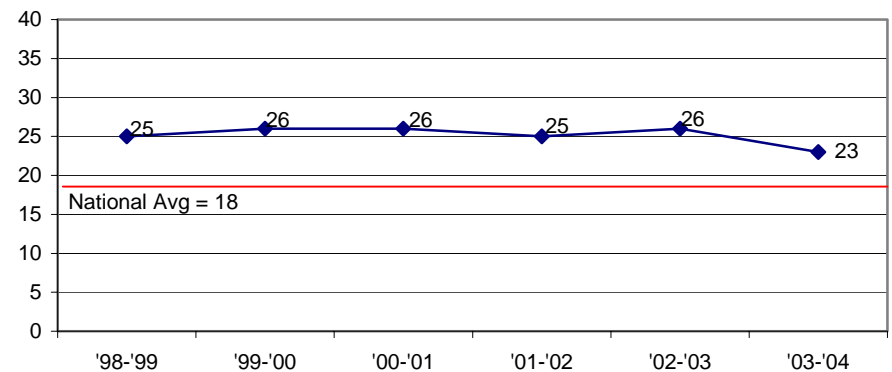


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3.3 Explanation of Progress or Slippage

Indicator 3: Progress is attributed to the following:

- An effort to introduce a rule to limit caseloads has raised awareness levels
- The monitoring process requires districts to respond to this data indicator annually, and to implement interventions if their caseloads are exceptionally high.

4.3 Projected Targets

Indicator 3: Caseload size for special education teachers averages ≤ 25 .

1.4 Baseline/Trend Data

Indicator 4: Number of special education graduates from Idaho colleges and universities

The number of special education graduates from Idaho colleges and universities declined significantly in 2003, but is now on the increase. However, the gap between supply and need continues to grow. (Source: Educator Supply and Demand in Idaho.)

2.4 Target

Indicator 4: >60 special education graduates from Idaho colleges and universities.

3.4 Explanation of Progress or Slippage

Indicator 4: Progress. The target was met. There was a slight increase in 2004 in the number of Idaho graduates receiving a degree in special education.

4.4 Projected Targets

Indicator 4: ≥ 60 special education graduates from Idaho colleges and universities.

1.5 Baseline/Trend Data

Indicator 5: Number of qualified applicants for special education vacancies

Trend continues to remain flat at about 2 applicants per position. (Source:

Fig. 6: Degrees in Special Education Granted by Idaho Colleges & Universities



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Educator Supply and Demand in Idaho.)

2.5 Target

Indicator 5: ≥ 2.0 applicants for special education positions.

3.5 Explanation of Progress or Slippage

Indicator 5: **Maintenance.** During the past year the average number of qualified applicants for special education teacher vacancies remained constant at 2.0. In January 2003, Idaho initiated an education employment web board for posting vacancies; this may have contributed to the improvement.

4.5 Projected Targets

Indicator 5: > 2.2 applicants for special education positions.

Additional Information

All of the following activities occurred during 2003-2004:

- The number of speech/language pathologists (SLP) who graduated in 2002 and 2003 were 16 and 18 respectively. Projections for the next three years indicate an average of 25 graduates per year.
- The number of Idaho graduates with degrees in Early Childhood Special Education was low in 2003; however, Idaho now has a blended Early Childhood/Early Childhood Special Education certification that allows graduates greater employment options. Several Idaho universities are offering coursework for this degree.
- An additional college now has a degree-granting status in education. This is expected to add significantly to the number of graduates in this area.
- The number of graduates with degrees in Psychology has increased for three consecutive years but the three year projections do not look as good.
- Idaho has recently adopted expanded alternative routes into teacher certification. One of these targets paraprofessional advancement into teaching. In support of this, Idaho has articulation agreements between two-year and four-year programs.

- In an attempt to make it easier for personnel to seek employment in Idaho, an employment website, www.idahoeducationjobs.com, has been created to process all teaching jobs and applications for the entire state. Using the website, a teacher may apply for every opening in the state by filling out only one application. As this site gains popularity, perhaps more out-of-state teachers will also find their way into Idaho.
- An effort to establish a rule limiting caseloads met opposition from both the school administrator and teacher organizations and the effort was abandoned in favor of targeting high caseloads as critical issue in out of cycle monitoring.

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5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none"> • Use scholarships to encourage paraprofessionals to gain an Associate of Applied Science degree. 	2004-2007	<ul style="list-style-type: none"> • CSPD Coordinator • SIG funding
<ul style="list-style-type: none"> • Expand the Idaho Education Employment Website function to include a searchable database of potential candidates to fill vacancies. 	2003-2004	<ul style="list-style-type: none"> • CSPD Coordinator • SIG funding
<ul style="list-style-type: none"> • For partner districts experiencing a high rate of personnel on emergency certification and a low retention rate: <ul style="list-style-type: none"> – Provide a database employee search tool – Train administrators on research-based methods for the retention of personnel 	2004-2007	<ul style="list-style-type: none"> • CSPD Coordinator • SIG funding
<ul style="list-style-type: none"> • Train and provide coaches to targeted districts to equip special education personnel in effective instruction in reading and math. 	2004-2007	<ul style="list-style-type: none"> • CSPD Coordinator • SIG funding
<ul style="list-style-type: none"> • Provide LEAs and IHEs technical assistance on requirements for personnel under IDEA 	During 2005	<ul style="list-style-type: none"> • CSPD Coordinator
<ul style="list-style-type: none"> • State special education recruitment and retention task force will develop long and short-term strategies in regard to providing an adequate supply of special education personnel. 	During 2005	<ul style="list-style-type: none"> • CSPD Coordinator

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

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Probe: GS.V	Do state procedures and practices ensure collecting and reporting of accurate and timely data?
State Goal:	Maintain accurate and timely data collection to use in reports and decision-making *
Performance Indicator(s)	Indicator 1: Accurate district and State data reports made available to the public Indicator 2: Accurate and timely submission of all Federal reports

1.1 Baseline/Trend Data

Indicator 1: Accurate district and State data reports

This is the second year the data reports have been available on the web at <http://www.sde.state.id.us/specialed/DDR/ddranalysis.asp>. They contain three years of performance data. All performance goals are included in the report with a comparison made to the average for similar districts on each indicator. If a district is performing at less than the average for similar districts, they are expected to include interventions in their annual progress report that will help them improve those outcomes.

2.1 Target

Indicator 1: 100% of district and State data reports available to the public in September

3.1 Explanation of Progress or Slippage

Indicator 1: Progress: 100% of data reports were available to the public in September with data that was cleaner than at any time in the past. Success is due to the following factors:

- SDE training of special education directors and key district special education personnel in using the data for decision-making and program improvement has led to increased desire to submit accurate data.
- Training of LEA data managers on definitions to increase accurate reporting
- A variety of data verification checks conducted at both the LEA and SEA levels
- Curious data red flagged and returned to LEAs for verification or correction
- Programming completed to allow for “automatic” updating of reports when new data become available.

4.1 Projected Targets

Indicator 1: Complete contracted programming of Monitoring Decision Matrix to make updates available by September.

1.2 Baseline/Trend Data

Indicator 2: Timely submission of all Federal reports

Baseline and trend show submission of all Federal reports by or near due dates.

2.2 Target

Indicator 2: 100% of Federal reports include accurate data and are submitted by due dates

3.2 Explanation of Progress or Slippage

Indicator 2: Progress: 100% of Federal reports were submitted by due dates and include accurate data. This is due to the following:

- Experienced, detail-oriented data manager
- Priority placed on timely submission
- LEA desire for accurate data when it becomes public information has led to cleaner data reported by the LEAs to the SDE

4.2 Projected Targets

Indicator 2: 100% of Federal reports include accurate data and are submitted by due dates

Goal Summary

This area is a strength for Idaho. LEA personnel are trained annually on Child Count definitions and process. Data are subjected to a rigorous cleaning process and verification procedures. Data are made public on the State website for a variety of

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special education performance indicators and are used in monitoring special education programs.

5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none"> Add IT technician to bureau 	January 2005	<ul style="list-style-type: none"> Part VI-B funds
<ul style="list-style-type: none"> Program the Monitoring Decision Matrix to automatically update when District Data Reports are created Post district monitoring improvement plans online 	Sept. 2005	<ul style="list-style-type: none"> Quality Assurance Coordinator Data Manager & IT Specialist Part VI-B funds
<ul style="list-style-type: none"> Develop data system for Post School Outcomes to meet new federal requirements 	Sept. 2006	<ul style="list-style-type: none"> Quality Assurance Coordinator Secondary Transition Specialist IT Technician Part VI-B funds

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Cluster Area II:	Early Childhood Transition
Question	Are all children eligible for Part B services receiving special education and related services by their third birthday?
State Goal	All children eligible for Part B services are receiving special education and related services by their third birthday.
Performance Indicator(s)	Indicator 1: The number of children who turned 3 years of age and were Part B eligible. Indicator 2: The number of children exiting Part C for whom Part B eligibility was not determined.

1. Baseline/Trend Data

Indicator 1: The number of children who turned 3 years of age and were Part B eligible.

Part C data indicates a steady increase in children exiting Part C with an IEP by their 3rd birthday since 1999. Numbers have risen from 389 (42%) of the Part C population transitioning to Part B by age 3 in 1999 to 659 (52.55%) in 2003. (See Figure 5)

Indicator 2: Part C “exit reason” data indicates that the number of children exiting Part C whose eligibility was “undetermined” decreased from 170 children in 1999 to only 11 children in 2003. The trend is downward and favorable. (See Figure 6 on the next page.)

2. Targets

Indicator 1: Continue to monitor the number of Part C children exiting to Part B to ensure that all Part B eligible children have an IEP by their 3rd birthday.

Indicator 2: Decrease to zero (0) the number of children exiting Part C for whom Part B eligibility was not determined

Fig. 7: Part C Exit Reasons

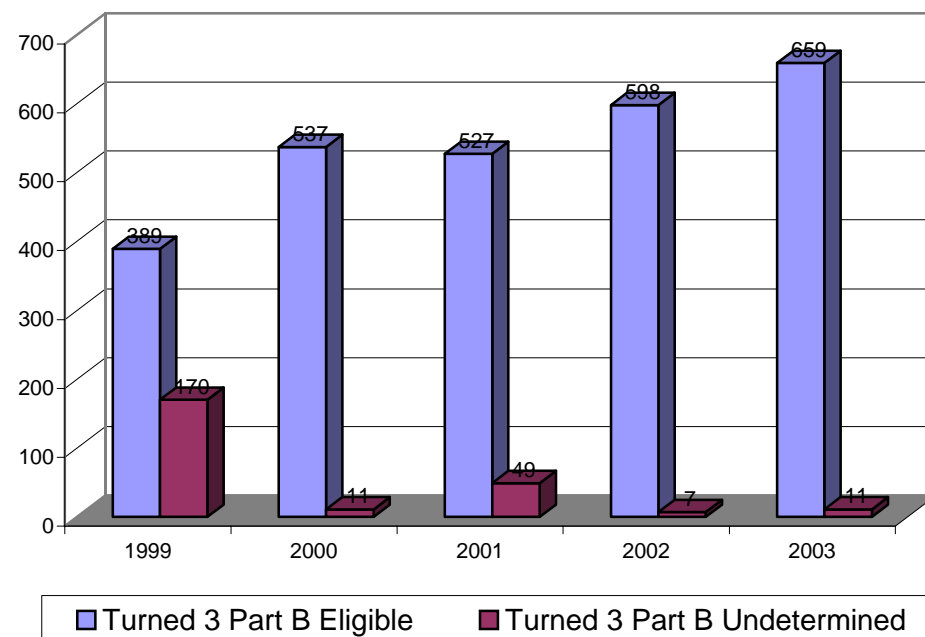


TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage

Indicator 1: Progress. The target was met. Maintenance of the target is attributed to the following factors:

- Improved transition process from Part C to Part B services;
- Increases in the 3-5 population statewide.

Indicator 2: Progress. The target was met. Progress is attributed to the General Supervision Enhancement Grant, funded in 2002, which helped Idaho increase the number of children receiving services under Part C obtain a determination of Part B eligibility. Grant goals and activities focused on the following:

- Increased family involvement.
- Updated interagency agreements followed by a mechanism for monitoring the effectiveness for those local agreements between Part C, Part B, and Head Start.
- Cross training of Part C, Part B preschool, Head Start, and service coordination agencies on all changes in Part B and C transition policies and procedures, and on the components of the new state interagency agreement and a protocol for local interagency agreements.

Additional Information:

Since training in 2002-2003, the Department of Education has monitored the following processes through two mechanisms.

- Local interagency agreements between Part C, Part B, and Head Starts are monitored through the Part B application annually
- On site monitoring files reviews now include a specific checklist for children entering Part B from Part C, cross-checking that the IEP was developed before the child's third birthday.

There were no disputes (due process complaints, requests for mediation) in the area of transitions to Part B from Part C during the 2003-2004 school years.

The Part C and Section 619 Coordinators and the Head Start Collaboration Director have strengthened effective transitions between Migrant and Seasonal Head Starts

and Tribal Head Starts and early childhood programs through:

- Scheduling and completing monthly meetings with Migrant and Seasonal Head Start
- Annual on-site meetings with all tribes with early childhood programs.

Goal Summary

The Departments of Health and Welfare and Education have increased the efficiency of transition processes in Idaho that result in Part B eligible children exiting Part C with an IEP by their 3rd birthday. The number of children whose eligibility was "undetermined" at age 3 has decreased to 11 children in 2003.

4. Projected Targets

Indicator 1: Ensure that all Part B Eligible children exiting Part C have an IEP by their 3rd birthday.

Indicator 2: ≤5 children exiting Part C for whom eligibility is undetermined.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities	6. Projected Timelines	6. Projected Resources
<ul style="list-style-type: none"> • Data development: <ul style="list-style-type: none"> – When available during the 2004-2005 school year, review the proposed federal Parent Survey for possible adoption. – Disaggregate satisfaction data by age and disability category. 	Fall 2006	<ul style="list-style-type: none"> • Looking toward the federal Parent Satisfaction survey as a model • Part C and Part B Section 619 coordinators • Part B Monitoring Coordinator
<ul style="list-style-type: none"> • Monitor local interagency agreements. • Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3rd birthday. • Conduct focus groups in all Part C regions regarding state & local interagency effectiveness 	October, annually Nov. 2006	<ul style="list-style-type: none"> • VI-B applications
<ul style="list-style-type: none"> • Continue to review disputes in early childhood for issues in the transition process. 	October, annually	<ul style="list-style-type: none"> • Dispute database
<ul style="list-style-type: none"> • Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children. 	Annual visitation plan	<ul style="list-style-type: none"> • Part C and Section 619 Coordinators, Head Start Collaboration Director
<ul style="list-style-type: none"> • Increase the number of 5 year olds identified as gifted and talented 	Fall 2005 and annually	<ul style="list-style-type: none"> • Regional Consultants and GT Specialist

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area III:	Parent Involvement
Question	Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?
State Goal	Idaho will include stakeholders in the decision-making process at all levels* (individual, building, district and state) to ensure improved outcomes for students with disabilities.
Performance Indicator(s)	Indicator 1: Percentage of parents/guardians who report attending their child's last IEP meeting. Indicator 2: Percentage of parents/guardians who report being actively or very actively involved in the eligibility decision for their child.

Overview

Idaho interviews a random sample (approximately 10%) of parents of special education students from each school district during their self-evaluation year of the monitoring cycle. In addition to those randomly selected, all parents are given an opportunity to respond. All parents who are interviewed are included in this report, whether they have been randomly selected or have volunteered.

Each year a different group of parents are interviewed, so results are not directly comparable. However, within a five-year period, all districts will have parent interviews represented in the sample and this will give us a picture of the state as a whole.

1.1 Baseline/Trend Data

Indicator 1: Percentage of parents who report attending their child's last IEP meeting

In 2001-2002, a baseline of 88% of the parents indicated attendance at the last IEP meeting. The sample of parents in different districts the next year, 2002-2003, was higher at a 91% attendance rate. During the most recent year, the parent attendance rate was 88%. (See Figure 7) (Source: Parent Interview Annual Summary.)

2.1 Targets

Indicator 1: 90% of parents report attending their child's last IEP meeting.

3.1 Explanation of Progress or Slippage

Fig. 8: Parents Interviewed Who Reporting Attending Their Child's Last IEP Meeting

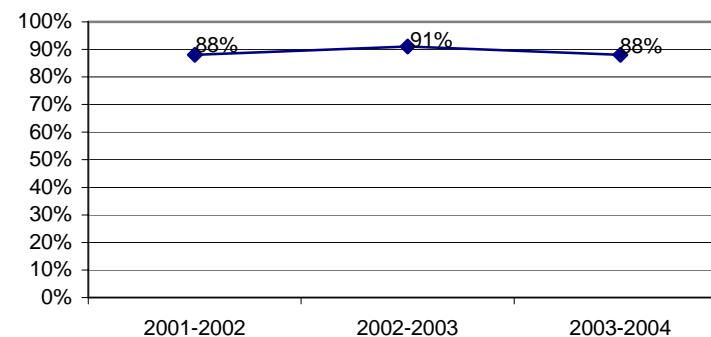


TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Indicator 1: Slippage. The target was not met. Slippage can be attributed to:

- Different groups of parents interviewed each year
- The Idaho PTI, Idaho Parents Unlimited, Inc. has dramatically reduced its staff size, which has resulted in less outreach to parents in remote areas to help them understand the importance of involvement.

1.2 Baseline/Trend Data

Indicator 2: Percentage of parents who report being actively or very actively involved in the eligibility decision for their child.

In 2000-2001 a baseline of 69% of parents indicated they were either actively or very actively involved in the eligibility decision for their child. The trend is significantly above the baseline year, but has declined from a high of 85%. (See Figure 8) (Source: Parent Interview Annual Summary).

2.2 Targets

Indicator 2: 80% of parents report being either actively or very actively involved in the eligibility decision for their child.

3.2 Explanation of Progress or Slippage

Indicator 2: Slippage may be due to the following:

- Some parents feel less involved when no eligibility meeting is held.
- Some parents do not carefully read the form that offers them the option of having an eligibility meeting, so meetings are rare in some districts.
- Some LEAs have failed to involve the parents in the eligibility decision. That monitoring finding requires corrective action. Parent interviews provide useful information that help verify the presence or absence of such issues.
- Interviews are not completely random. Some parents ask to be interviewed and these volunteers are more likely to be unhappy with their district and give them lower ratings. This group included a number of these volunteer interviews.

4.1 Projected Targets

Indicator 2: 80% of parents report participation in the eligibility decision.

Fig. 9: Parents Interviewed Who Reported Being Actively or Very Actively Involved in Their Child's Eligibility Decision

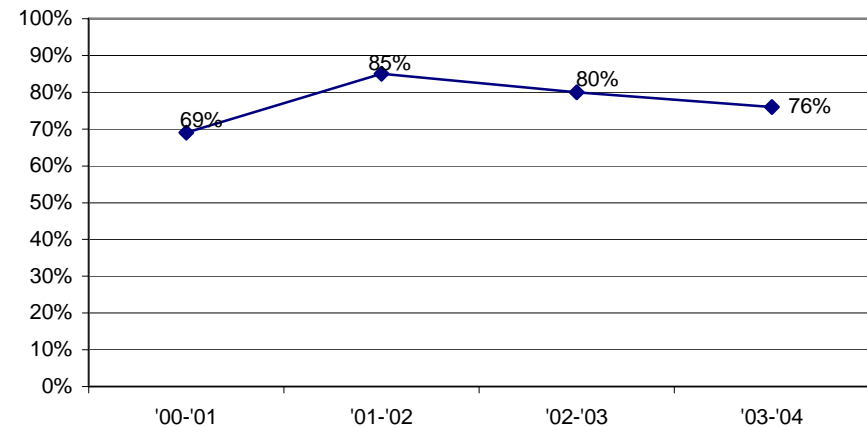


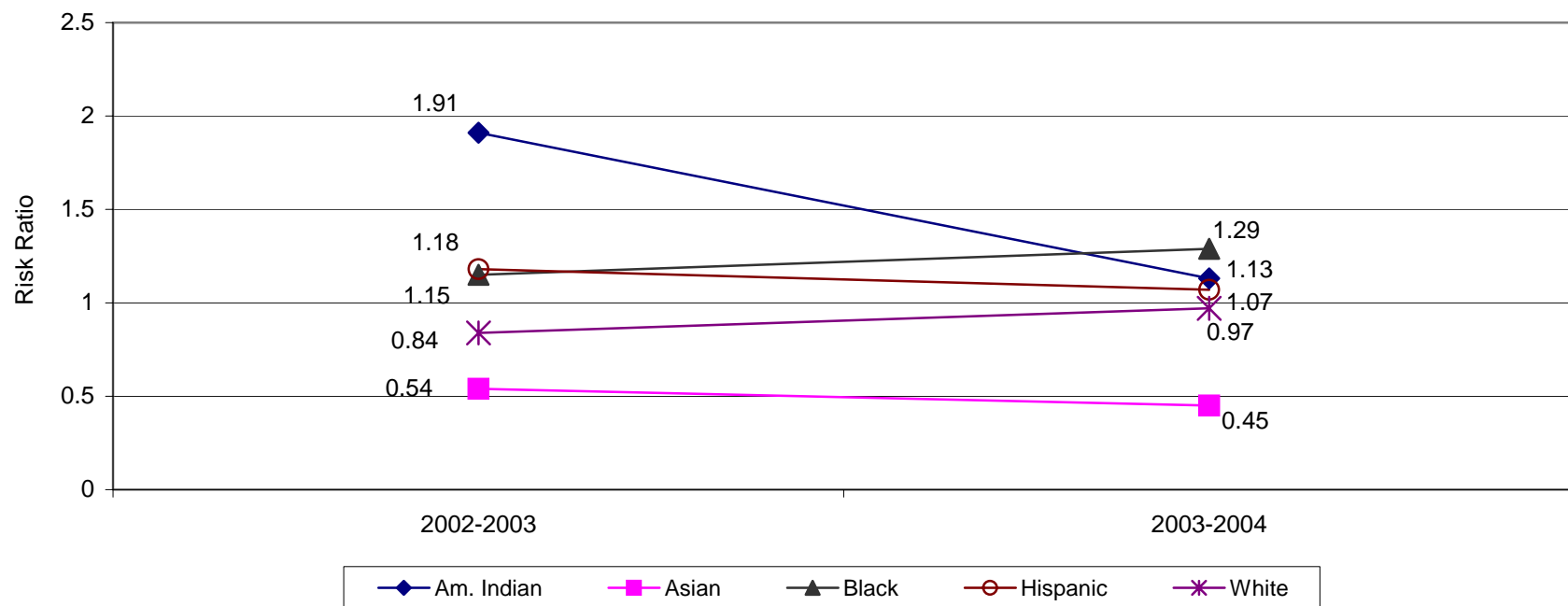
TABLE
Part B Annual Performance Report
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Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none"> Continue to conduct annual parent involvement surveys in conjunction with the continuous improvement monitoring process. School districts not meeting the target goals for the indicators will be required to address this on their plan for improving results. 	Begin with March 2004 self-assessment group and continuing annually.	<ul style="list-style-type: none"> SDE Monitoring Personnel Part VI-B funding
<ul style="list-style-type: none"> Continue to track the number of complaints and hearings filed by parents relating to IEP compliance and eligibility issues and plan interventions as needed. 	Annually for each school year	<ul style="list-style-type: none"> Dispute Resolution Coordinator
<ul style="list-style-type: none"> Continue to offer training (or support Idaho Parents Unlimited in offering training and an annual conference) to increase parent awareness of their involvement in the special education process. 	June 2005 Training Plan	<ul style="list-style-type: none"> SDE staff Regional Consultants Part VI-B and SIG funding

Cluster Area IV:	Free appropriate Public Education in the Least Restrictive Environment
Question	Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probe: BF.I	Is the percentage of children with disabilities, receiving special education, by race/ethnicity, comparable to the percentage of children, by race/ethnicity, in the general population; and are their educational environments and disability categories comparable with national data?
State Goals	Appropriately identify and serve students of all races/ethnicities or cultures*
Performance Indicator(s)	Indicator 1: Data from monitoring process indicate that LEAs are determining students eligible in compliance with IDEA

**Fig. 10: Ethnicity of Students Identified for Special Education
Risk Ratio**



1.1 Baseline/Trend Data

• Results of State-level analyses:

In the past, Idaho utilized the E-formula handed down by the Ninth Circuit Court in the Larry P. case regarding the over-identification of Blacks in California. The E-Formula was applied to determine significant over- or under-representation: $E = A + \text{Sqrt}[A * (100-A)/N]$. Where:

E = Maximum percentage of the total special education enrollment allowed for a specific ethnic minority group

A = Percentage of the same ethnic minority group enrolled in public schools in the State

N = The total special education enrollment in the State

The strength of the E- formula is that it takes into account the size of the population and adjusts the statistical error range based on size of the number, allowing for a smaller error range with large numbers and a larger error range when numbers are small, and we have many small numbers in Idaho.

This year we have chosen to use the risk ratio for ages 6-21, but to take into account information from both methods when selecting the most significant areas of need. Our criteria for determining critical areas of need is based on the following:

- The indicator must be identified by both methods, the risk ratio and the E-formula.
- Priority will be given to areas also identified through monitoring activities.
- Over-represented groups will be given priority since the under-identified groups scored well on statewide assessments with no apparent need for special education.
- Resource limitations required prioritizing and limiting targeted issues to 5.
- Because of the Jeff D. case regarding identifying and serving students with emotional disturbance, ED will not be targeted until numbers exceed the national average of .94% of a race/ethnicity.
- **Trend:** (Refer to Attachment 2)
 - District compliance on monitoring findings within one year remained at 100%. This resulted in the following positive outcomes:
 - Procedures used to identify Hispanics with language impairment, learning disabilities, and mental retardation were based on more appropriate assessments.
 - There has been increased consideration of cultural impact and lack of opportunity when determining whether culturally diverse students have a true developmental delay.
 - Use of response to intervention is growing, decreasing dependence on standardized tests that may yield invalid results for diverse students.

The trend is moving in the right direction. LEAs with monitoring findings regarding their policies, practices, and procedures in the identification process are correcting them in a timely manner. As LEAs reduce bias in their assessment procedures, it results in legally defensible identification or in identification rates closer to the statistically expected range.

• Identified priorities to be addressed in monitoring activities for next year:

- Further explore the story behind the number of Black students identified for special education and the appropriateness of their educational environments to make certain that appropriate policies, practices, and procedures are being followed.
- Procedures that result in Hispanics identified with mental retardation
- Practices that result in American Indians identified with a learning disability
- Procedures that result in Hispanics identified with a language impairment
- Practices that cause Whites to be identified with autism at a rate that exceeds other races

2.1 Target:

Indicator 1: 100% of identified compliance issues regarding policies, procedures, and practices will be remedied within one year.

Target was met.

3.1 Explanation of Progress or Slippage

Indicator 1: Progress is due to:

- Ongoing training of LEA directors and teachers in assessment procedures that eliminate the need for standardized tests, therefore reducing bias.
- Technical assistance delivered onsite by SDE regional consultants targeted to needs identified in the LEA's "Plan for Improving Results"
- Annual LEA accountability regarding implementation of the interventions identified in their "Plan for Improving Results"
- As new data becomes available, LEAs must respond via a progress report, explaining the story behind their data and interventions that will be initiated or continued.
- Technical assistance documents distributed by the SDE give guidance for the process.
- Posting district data reports on the State website increases LEA personnel accountability

4.1 Projected Targets:

Indicator 1: Monitoring findings regarding policies, procedures, and practices leading to inappropriate identification of students with disabilities will be remedied within one year.

5.1 Future Activities	6. Projected Timelines	6. Projected Resources
<ul style="list-style-type: none"> • Continue training around identification procedures to determine the presence of a language impairment for second language students 	Ongoing	Quality Assurance Coordinator, Regional Consultants, Part VI-B funds
<ul style="list-style-type: none"> • Cross bureau teaming to ensure that the needs of all students are addressed at every TA opportunity 	Ongoing	Special Population Personnel, Shared funding
<ul style="list-style-type: none"> • Continue training on procedures for early childhood identification of diverse populations 	Ongoing	Early Childhood Specialist, Part VI-B funds
<ul style="list-style-type: none"> • Revise the Special Education Manual to strengthen the section on identifying culturally and linguistically diverse students who have disabilities 	Sept. 2005	Quality Assurance Coordinator, Manual Task Force, Part VI-B funds
<ul style="list-style-type: none"> • Include disproportionality issues in focus monitoring activities 	2004-2005	Quality Assurance Coordinator, Special Education specialists, Regional Consultants, Part VI-B funds
<ul style="list-style-type: none"> • Work with districts with large minority populations in identifying minority students as indicated on the December 1st Child count. 	2005-2006	G/T Specialist

Probe: BF.II	Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
State Goals	<ul style="list-style-type: none"> • Increase the graduation rate * • Decrease the dropout rate *
Performance Indicator(s)	Indicator 1: Graduation rate Indicator 2: Dropout rate

1. Baseline/Trend Data

Graduation trend: Flat

Dropout trend: Considerably improved over 5 years

The most recent special education graduation and dropout rate is for the year 2002-2003 because the data source is the December 1 Child Count. Information on the Class of 2004 has been submitted by the LEAs but is still in the cleaning and verification process at this time.

2. Targets

Graduation Rate: 75.4%

Dropout Rate: $\leq 5.12\%$ that is the rate for all students

3. Explanation of Progress or Slippage:

The graduation rate slipped slightly by 0.7% but the dropout target was still achieved. The dropout rate matched the general education rate.

Districts have employed their choice of interventions as part of their monitoring Plan for Improving Results and a variety in interventions are in progress, some of which have come from the National Dropout Prevention Center. There has also been a statewide effort to help teachers already in the field improve their skills at teaching reading through adolescent reading workshops. Data academies across the state also helped teachers use classroom data to inform instructional decisions.

Students are feeling increased pressure to meet State standards and to demonstrate mastery of skills on statewide assessments and yet few were lost while test scores increased. This is attributed to quality instruction delivered during preceding years, probably at the middle school level.

Fig. 11: Idaho Special Education Graduation Rate for Seniors

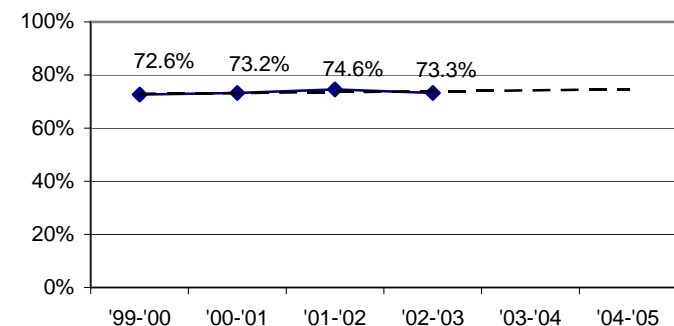
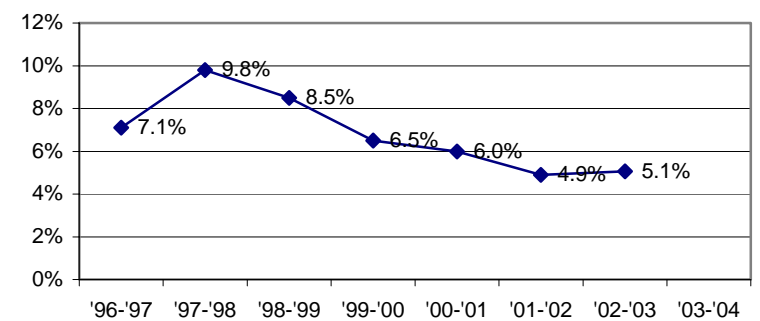


Fig. 12: Special Education Dropout Rate Ages 14-21



At this point in time, the NCLB graduation and dropout rate formulas are being finalized by subgroups. When that work is completed, we will have a better comparison to students without disabilities. Until then we continue to use a graduation rate that includes all special education students in grades 12-13 who are reported on the Dec. 1 Child Count to have graduated by either meeting the same requirements as nondisabled students or by meeting IEP graduation requirements and who receive a regular diploma; divided by all special education students in grades 12-13 on the prior Child Count.

The dropout rate includes all special education students age 14-21 who, on the Dec. 1 Child Count are reported as either dropped out or as moved, not known to be continuing; divided by all special

4. Projected Targets:

Graduation Rate: 75%
Dropout Rate: $\leq 5.12\%$

These are expected to change when graduation rates are established for subgroups under NCLB.

5. Future Activities	6. Projected Timelines	6. Projected Resources
<ul style="list-style-type: none"> Complete data development project concerning NCLB graduation rate. 	May 2005	IBEDS; Public School Finance
<ul style="list-style-type: none"> Develop strategies, as needed, based on the new graduation rate formula and the gap between general education and special education graduates. 	June 2005	Part VI-B funds, Quality Assurance Coordinator; Secondary Transition Specialist
<ul style="list-style-type: none"> As part of monitoring, continue working with districts with poor graduation or dropout rates 	2004-2005	Quality Assurance Coordinator Regional Consultants Part VI-B funds

Probe: BF.III	Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
State Goal	Monitor and maintain low rate of special education students suspended/expelled for more than 10 days.
Performance Indicator(s)	Indicator 1: Suspension/Expulsion Rate

1. Baseline/Trend Data: Trend is showing a continuing very low suspension/expulsion rate, much lower than the national average of 1.12%.

2. Targets: Maintain at <100 students suspended or expelled per year.

3. Explanation of Progress or Slippage

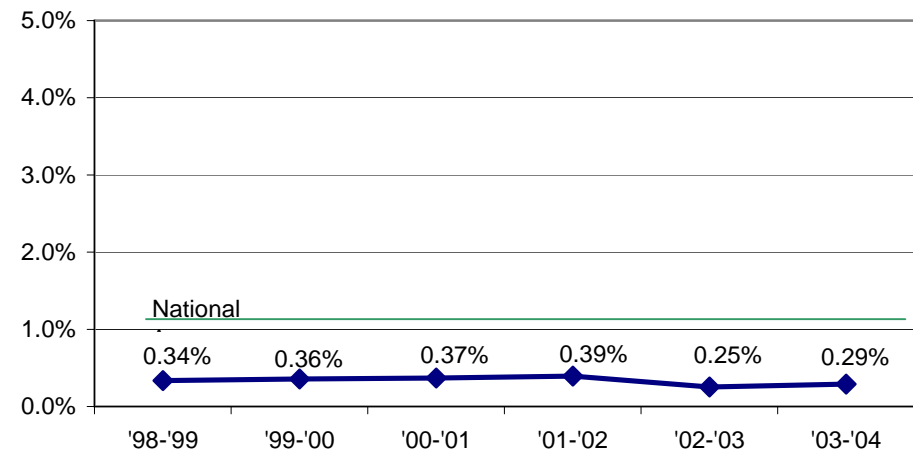
Progress

During the 2003-2004 school year, 74 students were suspended/expelled, well under the goal of less than 100. One LEA suspended students at a rate higher than other LEAs and was required to file a plan with the SDE, with follow-up monitoring. No LEAs were found to suspend or expel students with disabilities at a rate greater than nondisabled students.

The SDE continued to fund the Positive Behavior Supports (PBS) Project through the University of Idaho for the fifth consecutive year. This grant allows a district to access PBS services to problem-solve around a particular student's behavior at no cost to the district or to develop positive school climate. The PBS project also conducts staff training in regard to proactively addressing student behaviors and thereby preventing behaviors from escalating and resulting in suspensions or expulsions.

Another factor contributing to progress in this area is the monitoring activities around compliance issues of IEPs addressing student behaviors that impede either the student's education or that of others. As part of the LEA monitoring cycle self-evaluation process, input is gathered by the SDE through randomly selected parent interviews. Parents are asked if their child has behavior problems in school and if so, if the behaviors are being addressed either in a Behavior Intervention Plan or in the IEP goals. Parent interview data are aggregated and shared with the district for use in their self-evaluation process. Onsite visits verify the presence or

Fig. 13 Percentage of Idaho Special Education Students Suspended or Expelled More Than Ten Days in a School Year



absence of behavior intervention plans in student files when parents have indicated that disruptive behaviors exist. Systemic issues are added to a district's Plan for Improvement and monitored, at a minimum, annually.

4. Projected Targets

Maintain suspensions/expulsions <100 students

5. Future Activities	6. Projected Timelines	6. Projected Resources
<ul style="list-style-type: none"> Continue funding the PBS project to provide support to schools to proactively deal with student behaviors. 	Ongoing	Part VI-B funds, contract with U of I
<ul style="list-style-type: none"> Expand PBS school wide 	2004-2005	Part VI-B funds, contract with U of I

Probe: BF.IV	Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
State Goal	Participation and performance of students with disabilities on statewide assessments.*
Performance Indicator(s)	Indicator 1: Idaho Standards Achievement Test (ISAT) participation for students with disabilities. Indicator 2: ISAT performance at proficient or advanced level Indicator 3: Gap data

1. Baseline/Trend Data

Indicator 1: This is the second year the ISAT was administered and test participation rates remain very high. (See Table 7)

Indicator 2: ISAT scores improved for all grade levels, with an overall increase of 8 percentage points in reading and 10 points in math. (See Table 8)

Indicator 3: Gap is decreasing.

2. Targets

Indicator 1: Maintain $\geq 95\%$ participation

Indicator 2: Increase over baseline performance.

Indicator 3: Reduce the gap between the scores of students with disabilities and their nondisabled peers.

3. Explanation of Progress or Slippage

Indicator 1: Progress. Target exceeded. The following factors influenced progress:

- NCLB consequences motivated general educators to take an active role in ensuring that all students participated.
- Public reporting of special education participation rates
- Training on accommodations and adaptations

Indicator 2: Progress. Target met. Scores in the proficient or advanced range increased in every grade level. Improvement was positively impacted by:

Table 7: Special Ed. ISAT Test Participation

	Reading	Math
2002-2003	96%	96%
2003-2004	99%	99%

Table 8: ISAT Test Performance

Special Education Students	Reading (at or above proficient)	Math (at or above proficient)
2002-2003	31%	28%
2003-2004	39%	38%
Gap between Spec Ed & All Students	Reading Gap	Math Gap
2002-2003	43.70	39.30
2003-2004	42.66	37.73
Gains	1.04	1.57

- Statewide Data Academies helping teachers read and understand their class data and make adjustments to their teaching interventions based on the data
- Statewide CORE Reading Workshops stressing the use of scientifically research based curriculum and interventions
- Monitoring activities that focused on curriculum used in the resource room
- Monitoring improvement grants that helped LEAs purchase needed curriculum
- LEA personnel teaming to effect change

Indicator 3: Progress

The gap decreased between the performance of students with disabilities and all other students. Students with disabilities made greater gains in both reading and math. The reading gap was reduced by 1.04% and even greater gains were made in math, closing the gap by 1.57%. There were a wide variety of interventions carried out at both the State and local level that led to these gains, some of which are listed under Indicator 2.

4. Projected Targets

Indicator 1: Maintain test participation levels at or above 95%.

Indicator 2: Reading >39% at or above proficient; Math >38% at or above proficient

Indicator 3: Decrease the gap between the performance of students with disabilities and all other students: Reading $\geq 1.04\%$; Math $\geq 1.57\%$

Note:

During our efforts to provide the most accurate data regarding test participation, we obtained data by student from the State website, from the State Board of Education who holds the contract with the testing company, and they in turn obtained additional data from NWEA. Queries were run on the appeals database and on the exception database we received from NWEA in order to answer the questions in Attachment 3. There appear to be slight discrepancies between the numbers in the reports We reported the most conservative figures but have added an activity to remedy the problem. What is clear is that every student's score counted, but as Below Basic if the test was adapted or the score was invalid for other reasons.

5. Future Activities	6. Projected Timelines	6. Projected Resources
<ul style="list-style-type: none"> • Collaborate with the Bureau of Technology, Office of the State Board, and NWEA to create accurate, consistent reports from the ISAT data for public reporting 	June 2005	Quality Assurance Coordinator, SDE Programmer, SBOE Program Manager; Part VI-B Funds
<ul style="list-style-type: none"> • Adolescent reading workshops 	2004-2005	Bureau of Special Populations Staff Part VI-B Funds; Title I Funds
<ul style="list-style-type: none"> • Development of a math indicator screener to identify at-risk students beginning at kindergarten 	2004-2005	Bureau of Special Populations Specialists Bureau of Curriculum Specialists
<ul style="list-style-type: none"> • Organize a Summit on autism spectrum disorders and create a cross agency system to address the needs of children and families with the goal of developing a comprehensive service delivery system. 	2004-2005	Bureau of Special Populations Part VI-B Funds
<ul style="list-style-type: none"> • Provide math and science intervention training statewide for special education teachers. 	April 2005	Curriculum staff, Reg. Consultants; Part VI-B funds
<ul style="list-style-type: none"> • Target districts with low test performance for focus monitoring and interventions. 	2004-2005	Quality Assurance Coordinator, Regional Consultants; Part VI-B funds

Probe: BF.V	Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
State Goal	Educate all students in the least restrictive environment while maintaining a full continuum of services.*
Performance Indicator(s)	Indicator 1: Inclusion rates for students ages 6-21. Indicator 2: Inclusion rates for students ages 3-5.

1. Baseline/Trend Data

Indicator 1: Idaho is well above the national average for educating special education students ages 6-21 in general education classrooms for more than 80% of the school day. The trend has remained steady for five years. (See Figure 14)

Indicator 2: For students ages 3-5, education in natural settings is rising gradually. (See Figure 15 on the next page.)

2. Targets

Indicator 1: Maintain $\geq 60\%$ of students ages 6-21 educated $>80\%$ in general education classrooms.

Indicator 2: $>31\%$ of children ages 3-5 educated in natural environments.

3. Explanation of Progress or Slippage

Indicator 1: Slippage by 1%

Contributing factors are:

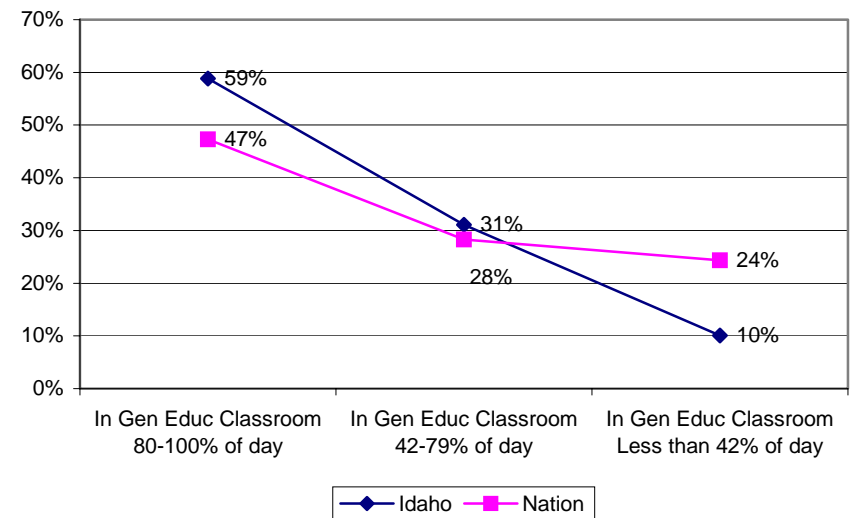
- Pressure to raise academic performance has resulted in school personnel sending students to the special education teacher for basic skill development.
- "ISAT Prep" classes have sprung up profusely, often with the special educator pressed into service.

Indicator 2: Progress. Target exceeded by 6%.

Contributing factors are:

- Training on data reporting definitions.
- Additional Child Count verification procedures added for ages 3-5.

Students With Disabilities: Time Spent in the General Education Setting



- Monitoring activities targeting preschool LRE.

Goal Summary:

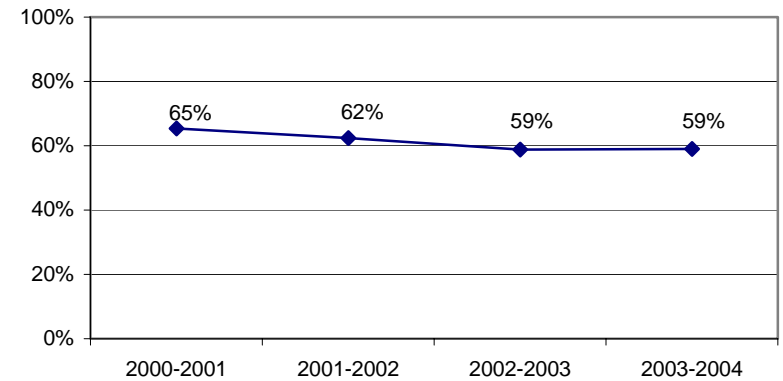
Idaho school-age students are far more likely to be educated in the regular education setting than are similar students across the nation. In spite of recent gains, preschool students still lag behind their national counterparts regarding education in natural settings. Since Idaho is largely a rural state with some very remote areas, there is a lack of programs available to the general population of children ages 3-5. This creates challenges in integrating students with disabilities into programs created for typical children when these programs are scarce or non-existent. In response, most schools have located the preschool within an elementary building so that some interaction with typical students will naturally occur.

4. Projected Targets

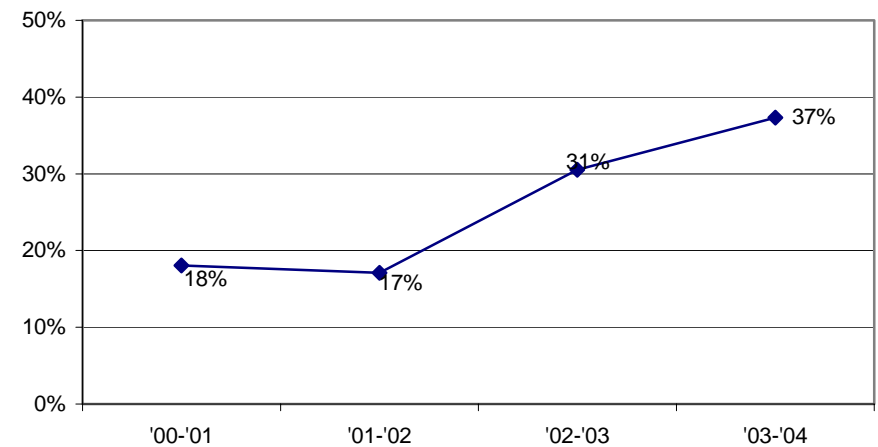
Indicator 1: Maintain $\geq 60\%$ of students ages 6-21 in general education settings $>80\%$ of the school day.

Indicator 2: $>35\%$ of children ages 3-5 educated in natural environments.

Fig. X: Special Education Students Ages 6-21 Educated in General Education Classrooms $>80\%$ of the School Day



Special Education Students Ages 3-5 Served in Natural Settings: Early Childhood Centers, Kindergarten, Home



5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none">• Continue to emphasize the importance of typical peer interaction for all students during monitoring activities and trainings.• Continue to make data reports public• Continue to assist LEAs in using data reports in improvement planning.	2004-2005	<ul style="list-style-type: none">• Regional Consultants• Quality Assurance Coordinator• Part VI-B funds

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

Probe: BF.VI	Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
State Goal	Children will enter school with pre-literacy skills and ready to learn.*
Performance Indicator(s)	Percentage of 3-5 year olds who receive special education services who score “at age level” scores on the Pre-Kindergarten Idaho Reading Indicator .

1. Baseline/Trend Data

Pre-reading: The Pre-K Idaho Reading Indicator (IRI) assesses pre-literacy skills. This is the baseline year. (See Fig. X) The Fall, Winter, and Spring Pre-K IRI items progress in difficulty. The Spring test is the same as the Fall kindergarten IRI. The baseline indicates that at least 32% students with disabilities would be well prepared to pass the Fall kindergarten IRI at the same level that all students with disabilities who are already in kindergarten scored (33%). Fifty percent of all kindergarten students passed at grade level upon entry.

Early Language/Communication: No process or instruments exist to evaluate early language/communication of preschoolers.

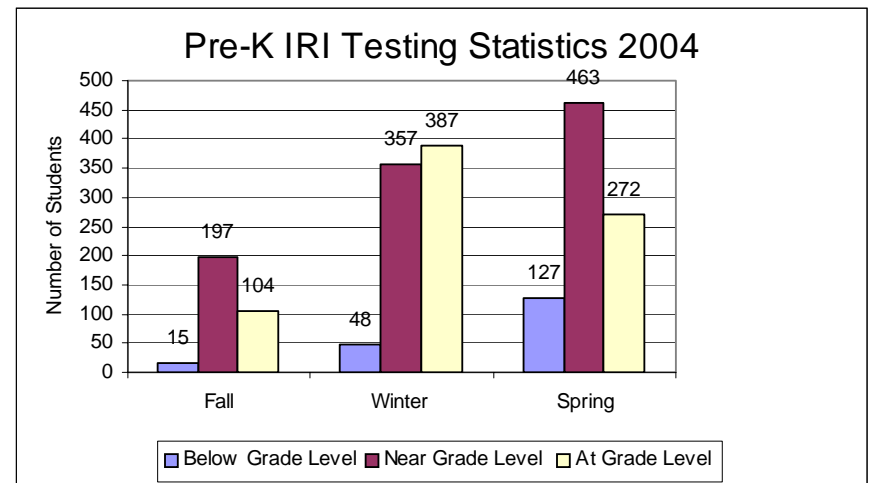
Social-Emotional Skills: No process or instruments exist to evaluate social-emotional skills of preschoolers.

2. Targets

Collect baseline data.

3. Explanation of Progress or Slippage

Progress. The Pre-K IRI is a mandate for statewide testing for all 4 years olds with disabilities in public school programs. During the 2003-2004 school year, the Bureau of Special Education provided seven statewide inservice opportunities for Pre-K personnel in evidence-based practices and curricula in Pre-K literacy.



4. Projected Targets

Indicator 1: Improve performance of 4 year old students with disabilities >32% proficient on the Spring 2005 Pre-K IRI.

Indicator 2: Establish a process to measure early language/communication skills of preschoolers.

Indicator 3: Establish a process to measure social-emotional skills of preschoolers.

5. Future Activities	6. Projected Timelines	7. Projected Resources
<ul style="list-style-type: none"> Attend Early Childhood Outcome Center workshop meetings 	2004-2005	<ul style="list-style-type: none"> Early Childhood Staff Part VI-B funds
<ul style="list-style-type: none"> Convene a stakeholder group of special education preschool personnel, Head Start and Idaho STARS to determine a focus for a early outcome assessment of early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services. 	Fall 2004	<ul style="list-style-type: none"> Head Start Idaho STARS SDE Even Start Reading First Reading Coordinators
<ul style="list-style-type: none"> Explore GSEG application for funding to develop EC outcomes assessment 	Summer 2005	<ul style="list-style-type: none"> SpEd Supervisor
<ul style="list-style-type: none"> Develop a system that includes data entry, management and analysis of the assessments. 	Spring 2006	<ul style="list-style-type: none"> Head Start Idaho STARS SDE Even Start Reading First Reading Coordinators
		<ul style="list-style-type: none">

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area V:	Secondary Transition
Question	Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?
State Goal	Improve post-school outcomes for youth with disabilities to reflect participation in post-school activities, including post-secondary education and employment. *
Performance Indicator(s)	<p>Indicator 1: Percentage of youth with disabilities attending post-secondary programs (4-year, 2-year and vocational-technical) compared to all high school graduates.</p> <p>Indicator 2: Percentage of youth with disabilities working one year after graduation compared to all youth 16 to 21 years of age.</p> <p>Indicator 3: Percentage of youth with disabilities reporting average or above average involvement in their IEP development, including transition planning.</p> <p>Indicator 4: Percentage of youth with disabilities reporting their high school connected them to a job, college or community agency such as Vocational Rehabilitation.</p> <p><u>Note:</u> The Idaho Post School Outcome Survey is a project that surveys all students receiving special education services regarding their high school and post-school experiences. Surveys are conducted within the month preceding graduation using the Senior Exit Survey, as well as one, three and five years following graduation. Data collection began with the 2000 Class and continues.</p>

1.1 Baseline/Trend Data

Indicator 1: Graduates with disabilities enroll in post-secondary education at a rate of less than half that of all graduates. The percentage of students enrolling in post-secondary education decreased by 6% from the class of 2000 to the class of 2001, followed by a slight increase of 1.5% for the class of 2002. A slight decrease to of 0.9% occurred for the class of 2003. (See Fig. X) Comparative data for all graduates enrolling in post secondary education also shows a slight decrease. The trend continues to show a wide gap between graduates with disabilities and all graduates regarding post-secondary education. The gap did narrow by 3%. (See Fig. 15) (Source: Idaho High School Graduates Report, Idaho State Board of Education; Idaho Post School Outcome Survey, Bureau of Special Education.)

2.1 Targets

Indicator 1: Increase the number of youth with disabilities that enroll in post-secondary education by 5% to reach the target of 25%.

Fig. X Post Secondary Enrollment

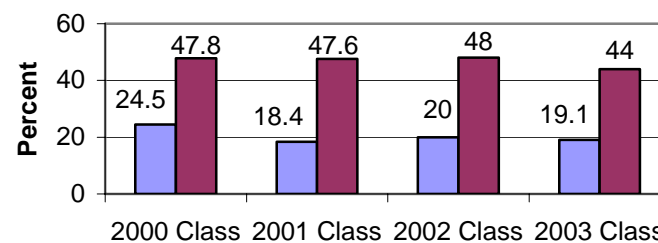


TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3.1 Explanation of Progress or Slippage

Indicator 1: Slippage: The number of students reporting on the Post School Outcome survey enrollment in post secondary education and training declined slightly by 9%. Idaho has a number of youth that participate in religious missions following high school graduation, delaying entry into post-secondary education by two years. The number of all graduates of Idaho high schools who enroll in postsecondary education one year after graduation decreased by a larger margin of 4% from 48% for the class of 2002 to 44% for the class of 2003. The Idaho State Board of Education is concerned about the low number of Idaho graduates who continue their education and has created a task group to investigate and explain this trend.

4.1 Projected Targets

Indicator 1: Increase the number of youth with disabilities that enroll in post-secondary education by 5% to reach the target of 25%.

1.2 Baseline/Trend Data

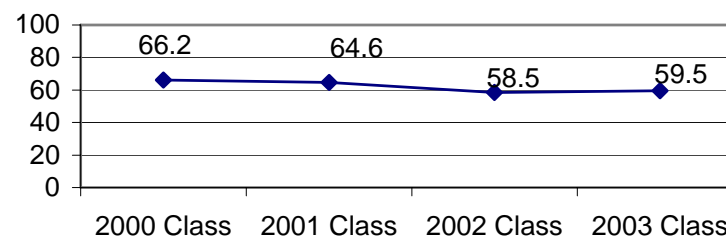
Indicator 2: The 2000-2002 three-year trend shows a decrease in the number of youth with disabilities employed within one year of leaving high school. (See Figure 16) The class 2003 shows a slight increase in employment of one percent to 59.5%. Further, youth with disabilities continue to have a lower employment rate (59.5% for the 2003 Class) than other groups: 87.3% projected employment rate for all youth 16 to 21 years of age during 2003 and 94.4% overall employment rate for Idaho. (Sources: Idaho Post School Outcome Survey: One-Year Follow-up, Bureau of Special Education; Idaho Department of Commerce and Labor.)

2.2 Targets

Indicator 2: Increase to 65% the number of youth who indicate on the Post School Outcome Survey, one-year follow-up, that they are employed. **Note:** The State of Idaho Profile (March 2004) indicated a decrease in the state unemployment rate from 5.6 in February 2003 to 4.8 in 2004. The number of jobs created in the state has also increased. With this in mind, the target set is toward increasing the number of Idaho youth with disabilities employed.

3.2 Explanation of Progress or Slippage

**Fig. 16: Percentage of Youth with Disabilities
Employed Since Leaving High School**



Indicator 2: Progress: The target was to maintain the number of students reporting employment on the Post School Outcome survey. The increase is small at one percent, but offers promise. The economic climate is improving and jobs are being created. Over the past year nearly fifteen thousand jobs were created across all employment sectors in Idaho. The projection is that job creation will flatten out over the next year (Department of Commerce and Labor).

4.2 Projected Targets

Indicator 2: 61% of youth indicate on the Post School Outcome Survey, one-year follow-up, that they are employed

1.3 Baseline/Trend Data

Indicator 3: Ninety-two percent of both the 2001 Class, the 2002 Class reported average or above average involvement in the development of their IEP, including transition planning. Ninety-three percent of the class of 2003 reported average or above participation in the development of their IEP. (Source: Post School Outcome Survey: Senior Exit, Bureau of Special Education.)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

2.3 Targets

Indicator 3: 95% of students report average or above levels of participation in IEP development, including transition planning, on the Senior Exit Survey.

3.3 Explanation of Progress or Slippage

Indicator 3: Progress: Student data collected through the Post School Outcome Survey indicated a high level of student involvement with an increase in participation in their IEP development to 93%. Youth leadership and training activities related to participation in IEP and goal setting continue to be a focus of development across the state.

4.3 Projected Targets

Indicator 3: 95% of students report average or above levels of participation in IEP development, including transition planning, on the Senior Exit Survey

1.4 Baseline/Trend Data

Indicator 4: Data collected over the past five years established a relatively flat trend line with 75% of 2000 Class, 76% of 2001 Class, 74% for both 2002 Class and 2003 Class reporting that their high school connected them to employment, college or community agency such as vocational rehabilitation. (Source: Post School Outcome Survey: Senior Exit, Bureau of Special Education.)

2.4 Targets

Indicator 4: 80% of students report on the Senior Exit Survey that their high school connected them to employment, college or a community agency such as vocational rehabilitation.

3.4 Explanation of Progress or Slippage

Indicator 4: Maintained. The number of students reporting that their high school

connected them to employment, college or a community agency such as vocational rehabilitation increased to 74%. Linkage to post high school environments has been emphasized in both the local improvement plans and Child Count data reporting. Review of the Child Count data indicates an increase in the number of students reported to be receiving Idaho Vocational Rehabilitation services.

Goal Summary

The four indicators will provide data to assist in evaluating both the effect and effort provided by the state to improve outcomes for youth with disabilities. The data collected in the Post School Outcome Surveys has proven beneficial to establishing trends and baselines for the indicators. Increasing the employment and the enrollment in post-secondary education for youth with disabilities are important state efforts.

4.4 Projected Targets

Indicator 4: 80% of students report on the Senior Exit Survey that their high school connected them to employment, college or a community agency such as vocational rehabilitation.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Future Activities	6. Projected Timelines	6. Projected Resources
<ul style="list-style-type: none"> Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. 	Website complete August 2005 Support activities ongoing	<ul style="list-style-type: none"> Idaho Interagency Council on Secondary Transition SIG funding
<ul style="list-style-type: none"> Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. 	Fall 2005 and Spring 2006	<ul style="list-style-type: none"> Idaho Interagency Council on Secondary Transition SIG funding
<ul style="list-style-type: none"> Develop a cadre of coaches consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. 	Fall 2005	<ul style="list-style-type: none"> SIG funding
<ul style="list-style-type: none"> Utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. 	Fall 2005	<ul style="list-style-type: none"> Secondary Transition Specialist Idaho Division of Vocational Rehabilitation SIG funding
<ul style="list-style-type: none"> Develop one-day self-determination and secondary transition seminars for secondary students and their families to be held in eight locations across the state. 	Model developed Summer 2005 Seminars held Spring 2006	<ul style="list-style-type: none"> State Independent Living Council: Secondary Transition Team Secondary Transition Specialist SIG funding
<ul style="list-style-type: none"> Adjust written policies and procedures related to Cluster V: Secondary Transition in response to IDEA reauthorization. 	Special Education Manual December 2005	<ul style="list-style-type: none"> VI-B funds

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: An asterisk () denotes goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

<ul style="list-style-type: none"> Schedule two meetings annually to support an organization of post-secondary disability service personnel. <p>Funds were made available for the disability service personnel from across the state to meet and discuss issues as well as make plans for future meetings. At this point disability personnel have been unable to agree upon a meeting date. Disability service personnel from Eastern Idaho Technical College, Idaho State University, College of Southern Idaho and Boise State University have been involved in the development of the Secondary Transition Interagency Council.</p>	<p>Summer 2004</p> <p>Winter 2005</p>	<ul style="list-style-type: none"> Secondary Transition Specialist Exceeding Expectations Grant (Colorado State University) funding SIG funding
<ul style="list-style-type: none"> Incorporate all Idaho key indicators for secondary transition and their measures into the LEA self-evaluation and planning for Idaho's CIMP process. <p>Training was provided in September to all districts participating in the self-evaluation phase of the CIMP. Each districts self-evaluation will be required to reflect their progress and future plans in addressing the key indicators for secondary transition.</p>	<p>August 2004</p>	<ul style="list-style-type: none"> Secondary Transition Specialist Monitoring Coordinator SDE Regional Consultants
<ul style="list-style-type: none"> Finalize the state interagency agreement among agencies, including roles and responsibilities of each agency in the IEP and transition planning and the transition process. <p>Develop a template for protocols to be used at the district level to assist in planning and coordinating secondary transition services for individual youth.</p> <p>The Secondary Transition Interagency Council has developed a charter for the state level council to operate under. The group has begun work on the local protocols that will assist local communities in collaborative efforts across agencies. Interagency agreements are currently in effect among the key agencies. These agreements will be reviewed and adjusted based on reauthorization of IDEA.</p> <ul style="list-style-type: none"> 	<p>Summer 2004</p> <p>Summer 2004</p>	<ul style="list-style-type: none"> Idaho Interagency Council on Secondary Transition.

Note: Projected Targets, Future Activities and Projected Timelines and Resources (items 4-6 in this report) are for the NEXT reporting period, July 1, 2003, through June 30, 2004, and ongoing.

State: Idaho								
Dispute Resolution Information								
Ia: Formal Complaints								
(1) July 1, 2003 to June 30, 2004	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: 06/30/2004 <i>(enter closing date for dispositions)</i>
TOTALS	18	4	8	6	0	17	0	0

Ib: Mediations					
(1) July 1, 2003 to June 30, 2004	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 06/30/2004 <i>(enter closing date for dispositions)</i>
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	7	0	7	0	0

Ic: Due Process Hearings					
(1) July 1, 2003 to June 30, 2004	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Decisions Issued within Timeline Extended under 34 CFR 300.511(c)	(6) Number of Hearings Pending as of: 06/30/2004 <i>(enter closing date for dispositions)</i>
TOTALS	3	1	1	0	0

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

Risk Ratios for All Children with Disabilities, Ages 6 Through 21					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All Disabilities	1.13	0.45	1.29	1.07	0.97
Risk Ratios for Disability Categories¹					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mental Retardation	1.37	0.46	1.23	1.55	0.70
Specific Learning Disabilities	1.74	0.36	1.31	1.22	0.82
Emotional Disturbance	0.98	0.11	2.15	0.35	2.13
Speech or Language Impairments	0.59	0.86	0.94	1.19	0.93
Other Health Impairments	1.52	0.36	2.18*	0.38	1.75
Autism	0.67	0.95	1.90*	0.29	2.19
Risk Ratios for Other Disability Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Hearing Impairments					
Visual Impairments					
Orthopedic Impairments					
Deaf-Blindness Language Imp.	1.02	1.05	1.33	2.03	0.54
Multiple Disabilities					
Traumatic Brain Injury					
Developmental Delay	1.23	0.39	1.53	1.29	0.82
Risk Ratios for Educational Environment Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Outside Regular Class <21%	1.08	0.48	1.02	0.94	1.11
Outside Regular Class 21-60%	1.20	0.37	1.59	1.40	0.77
Outside Regular Class >60%	1.18	0.56	2.15*	0.95	0.99
Combined Separate Facilities ²	1.24	0.49	1.44	0.88	1.10

* All Black concerns are being handled as a whole because they are interrelated.

¹ At a minimum, States should examine these six disability categories. If a State has previously identified a problem, or if a State has reason to believe that there are issues with other disability categories (i.e., written complaints, due process filings, etc.), then the State should explore the remaining disability categories as necessary.

² Combined Separate Facilities includes public and private residential facilities; public and private separate schools, and home/hospital environments.

ATTACHMENT 3
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Report of the Participation and Performance of Students with Disabilities on State
Assessments by Content Area, Grade, and Type of Assessment

General Instructions

1. Report the number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date (Sections A and D).
2. Use the same assessments for reporting under NCLB.
 - Provide (in Sections C and F) the name of each assessment used.
3. Report students by (1) content area, (2) grade (3) assessment type, and (4) achievement level.

Content areas are the same as NCLB: reading and math

Grade levels are the same as NCLB:

- For reading and math, grades 3, 4, 5, 6, 7, and 8, plus one high school (identify the high school grade).
- Decision rules used to assign a grade-level are the same for purposes of NCLB reporting.

Achievement levels are the same levels that States use for reporting under NCLB.

- Provide (in Sections C and F) the name of each achievement level.
 - Indicate (in Sections C and F) the lowest achievement level considered proficient under NCLB.
4. Include all children with IEPs served under IDEA who were enrolled in each of the grades reported.
 5. No sampling is permitted for this data collection.

Selected Definitions (See OSEP Data Dictionary for Additional Definitions)

Alternate assessment – A way to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's IEP team makes the determination of whether a student is able to take the regular assessment.

Assessment type – Regular, alternate scored against grade level achievement standards, and alternate scored against alternate achievement standards.

Changes to the assessment that invalidate a score – Changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes. States call these changes different names including modifications or nonstandard administrations.

Exempted Students - In States where parental exemptions are permitted for all students, parents of students with disabilities can determine that their child will not participate in either the regular or alternate State assessment. These are exempted students.

Grade level – The grade (K-12) assigned to the student by the school system in which the student is enrolled.

Invalid Results – Assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

NCLB cap - NCLB limit (1%) on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

Non-Participants – Students with IEPs who did not take an assessment or who did not obtain a score.

Out of grade level – A regular assessment taken at a grade-level below which the student is currently enrolled.

Participants – Students with IEPs who took the assessment and obtained a score.

Regular Assessment on grade level achievement standards – An assessment designed to measure the student's knowledge and skills in a particular subject matter on achievement standards appropriate to his/her grade level.

Students with IEPs – Students served under IDEA.

Valid Assessment - An assessment that produces scores that can be reported, aggregated, and included in accountability indices (see invalid results).

Specific Instructions, Sections A (Math) and D (Reading)

In Sections A and D, report enrollment information by grade level for the assessment.

In column 1 report the number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date.

In column 2, report the total number of students who were enrolled in the grade at a date as close as possible to the testing date. This count includes students with IEPs and students without IEPs.

In the final row, specify what high school grade the enrollment is for. The value entered must be greater than 8 and less than or equal to 12.

Specific Instructions, Sections B (Math) and E (Reading)

In Sections B and E, participation information is reported by grade for the assessment.

In the final row, specify what high school grade the participation information is for. The value entered must be greater than 8 and less than or equal to 12.

In column 3, for each grade-level report the number of students with IEPs who took the *regular assessment on grade level achievement standards*. Do NOT include students who took an out-of-level assessment. Do not include students who took an alternate assessment.

In column 3A, for each grade-level report the subset of students with IEPs who took a regular assessment on grade level achievement standards with accommodations. This is a subset of column 3.

In column 3B, for each grade-level report the subset of students with IEPs who took a regular assessment on grade level achievement standards, but changes to the assessment invalidated their score for purposes of aggregation or reporting. See the definition of *changes to the assessment* above. This is a subset of column 3.

In column 3C, for each grade-level report the subset of students with IEPs who took a regular assessment on grade level achievement standards whose assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, etc.). See the definition of *invalid results* above. This is also a subset of column 3.

In column 4, for each grade-level report the number of students with IEPs who took a regular assessment *out of grade level*.

In column 4A, for each grade-level report the subset of students with IEPs who took a regular assessment out of grade level, but changes to the assessment invalidated their score for purposes of aggregation or reporting. See the definition of *changes to the assessment* above. This is a subset of column 4.

In column 4B, for each grade-level report the subset of students with IEPs who took a regular assessment out of grade level whose assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, etc.). See the definition of *invalid results* above. This is also a subset of column 4.

In column 5, for each grade-level report the number of students with IEPs who took an *alternate assessment*. Do NOT include students who took a regular assessment out-of-level or with changes to the assessment that invalidate a score. When reporting students who took an alternate assessment that is for more than one grade-level (e.g. grades 3 through 5), assign a single grade-level to the assessment. Use the same decision rules used to assign a grade-level to alternate assessments for the purpose of NCLB reporting.

In column 5A, for each grade-level report the subset of students who took an alternate assessment that was scored on grade level standards. This is a subset of column 5.

In column 5B, for each grade-level report the subset of students who took an alternate assessment that was scored against alternate achievement standards. This is a subset of column 5.

The sum of columns 5A and 5B must equal column 5. That is, all students who took an alternate assessment either took an alternate assessment scored against grade level standards or took an alternate assessment score against alternate achievement standards.

In column 5C, for each grade-level report the subset of students with IEPs who took an alternate assessment scored against alternate achievement standards, but whose score was counted in the lowest achievement level because of the NCLB cap. See the definition of *NCLB cap* above. This is a subset of column 5B.

In column 5D, for each grade-level report the subset of students with IEPs who took an alternate assessment whose alternate assessment results were invalid (e.g., did not complete enough items, tasks, or entries, had invalid score sheets, etc.). See the definition of *invalid results* above. This is a subset of column 5.

In column 6, for each grade-level report the number of students with IEPs who did not take any assessment due to a parental exemption.

In column 7, for each grade-level report the number of students with IEPs who did not take any assessment because they were absent.

In column 8, for each grade-level, report the number of students with IEPs who did not take any assessment for some other reason (e.g. exemptions due to medical emergency or those expelled or suspended). If any students were not assessed for other reasons, provide a list of other reasons and the number of students not assessed by grade and reason.

For each grade-level, the numbers reported in columns 3 (total students with disabilities who took regular assessment on grade level achievement standards), 4 (total students with disabilities who took an assessment out of grade level), 5 (total students who took alternate assessment), 6 (parental exemptions), 7 (absent), and 8 (not assessed for other reasons) should sum to the number of students with IEPs reported in column 1. That is,

Column 1 = column 3 + column 4 + column 5 + column 6 + column 7 + column 8

Note that columns 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C and 5D are NOT added separately into this total.

If, because the date of the enrollment count is different from the test date, the number reported in column 1 is legitimately greater than or less than the sum of columns 3, 4, 5, 6, 7, and 8, provide an explanation for this discrepancy.

Specific Instructions, Sections C (Math) and F (Reading)

In Sections C and F, report achievement information by grade and assessment type for the assessment. Only students with IEPs who took the assessment and obtained a score are assigned an achievement level in this section. Students counted in Sections B and E columns 3C, 4B, 5D, 6, 7, and 8 are NOT to be assigned an achievement level. They are only to be counted in the column for no valid score (column 10).

For each row of the table (grade), enter the name of the assessment. This should be the same assessment used under NCLB. For each column (achievement level), enter the name of the achievement level. You must also identify the name of the lowest achievement level considered proficient for purposes of NCLB. Enter this information below the table.

In the first (left most) achievement column, enter the counts of students scoring in the lowest achievement level. In the second achievement column, enter the counts of students scoring in the next lowest achievement level, etc. If your State uses fewer than 9 achievement levels, leave blank the achievement columns to the right of your highest achievement level.

In the final row of the table, specify what high school grade the achievement information is for. The value entered must be greater than 8 and less than or equal to 12.

In column 9A, for each grade-level report the number students with IEPs who took a regular assessment on grade level achievement standards and obtained a score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose changes to the assessment invalidated their score if those students received a score. Count these students (column 3B) in the lowest achievement column.
- Do **NOT** include students whose regular assessment was invalid (i.e. did not complete enough items, had invalid score sheets, etc.); these students (column 3C) are not to be given an achievement level. They are reported in column 10 (no valid score).
- Do **NOT** include students who took out of level tests. They are reported in column 9C (alternate assessment on alternate achievement standards).

The total number of students reported by State achievement level on the regular assessment (row total for 9A) must be equal to the number of students who took a regular assessment at grade level (column 3) minus the students whose regular assessment was invalid (column 3C). That is:

9A achievement level A + level B + level C + ... level X = column 3 – column 3C

In column 9B, for each grade-level report the number of students with IEPs who took an alternate assessment that was scored against grade level standards and obtained a score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose changes to the assessment invalidated their score if those students received a score. Count these students in the lowest achievement column.
- Do **NOT** include students whose alternate assessment was invalid (i.e. did not complete enough items, had invalid score sheets, etc.). Do not give these students (column 5D) an achievement level. They are reported in column 10 (no valid score).
- Do **NOT** include students whose alternate assessment was scored against alternate achievement standards. These students (column 5B) are reported in column 9C (alternate assessment scored against alternate standards).
- Do **NOT** include students who took out-of-level tests. These students (column 4) are reported in column 9C (alternate assessments scored against alternate standards).

- Do NOT include students whose changes to the regular assessment invalidated their score for aggregation or reporting. These students (column 3B) are counted in 9A as regular assessments.

The total number of students reported by achievement level on the alternate assessment scored against grade level standards (row total for 9B) must be equal to the number of students who took an alternate assessment scored against grade level standards (column 5A) minus the students whose alternate assessment scored against grade level standards was invalid (some portion of column 5D). That is:

$$9B \text{ achievement level A} + \text{level B} + \text{level C} \dots + \text{level X} = \text{column 5A} - \text{column 5D}^1$$

In column 9C, for each grade-level report the number of students with IEPs who took an alternate assessment that was scored against alternate standards and obtained a score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose assessment was scored against alternate achievement standards, but whose score was counted as basic because of the NCLB cap. These scores are to be reported as basic.
- Include students who took out-of-level tests if they received a score. Students whose changes to the out of level assessment invalidated their score should be counted in the lowest achievement level.
- Do NOT include students whose alternate or out of level assessment was invalid (i.e. did not complete enough items, had invalid score sheets, etc.). Do not give these students (columns 4B and 5D) an achievement level. They are reported in column 10 (no valid score).

The total number of students reported by achievement level on the alternate assessment scored against alternate standards (row total for 9C) must be equal to the number of students who took an alternate assessment scored against alternate standards (column 5B) or out of level test (column 4) minus the students whose out of level assessment or alternate assessment scored against alternate achievement standards was invalid (columns 4B and some portion of 5D). That is:

$$9C \text{ achievement level A} + \text{level B} + \text{level C} \dots + \text{level X} = \\ (\text{column 4} + \text{column 5A}) - (\text{column 4B} + \text{column 5D}^2)$$

In column 10, for each grade-level report the number of students with IEPs who either did not take the assessment or took the assessment, but did not receive a valid score. The number of students reported in column 10 must equal the number of students who did not take an assessment plus the student whose regular or alternate assessment was invalid. That is:

$$\text{Column 10} = \text{column 6} + \text{column 7} + \text{column 8} + \text{column 3C} + \text{column 4C} + \text{column 5D}$$

In column 11, for each grade-level report the sum of the number of students reported by achievement level (row total 9A plus row total for 9B plus row total for 9C) plus the number of students without an achievement level (10). That is:

$$\text{Column 11} = (\text{column 9A row total}) + (\text{column 9B row total}) + (\text{column 9C row total}) + \text{column 10}$$

The total reported in column 11 should equal to the number of students with IEPs who are enrolled in the grade (column 1). If column 11 does not equal column 1, the State must provide an explanation for the difference.

¹ Only those students reported in column 5D whose alternate assessment was scored against grade level standards.

² Only those students reported in column 5D whose alternate assessment was scored against alternate standards.

STATE: **IDAHO**SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	2111	18,373
4	2309	18,511
5		
6		
7	2109	19,622
8	2094	19,594
HIGH SCHOOL (SPECIFY GRADE: 10)	1708	18,555

¹At a date as close as possible to the testing date.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	2,029	1095	21	0
4	2,188	1250	24	0
5				
6				
7	2,008	981	19	0
8	1,996	960	16	0
HIGH SCHOOL (SPECIFY GRADE: 10)	1,622	675	32	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

STATE: IDAHO

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5			
6			
7	0	0	0
8	0	0	0
HIGH SCHOOL (SPECIFY GRADE: 10)	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	82	0	82	0	0
4	120	0	120	0	0
5					
6					
7	100	0	100	0	0
8	97	0	97	0	0
HIGH SCHOOL (SPECIFY GRADE: 10)	85	0	85	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3	0	0	0
4	0	0	0
5			
6			
7	0	0	0
8	0	0	1 - Medical
HIGH SCHOOL (SPECIFY GRADE 10)	0	0	0

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON **MATH** ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Idaho Standards Achievement Test (ISAT)	205	614	963	246						2029
4	ISAT	225	757	989	217						2188
5											
6											
7	ISAT	791	751	386	80						2008
8	ISAT	808	770	363	54						1996
HIGH SCHOOL (SPECIFY GRADE: 10)	ISAT	404	805	375	39						1622

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **Proficient**¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3	N/A										0
4											0
5											
6											
7											0
8											0
HIGH SCHOOL (SPECIFY GRADE: 10)											0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____ NA _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9C ROW TOTAL ⁶
		Achievement Level ⁵	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Idaho Alternate Assessment (IAA)	10	17	29	26						82
4	IAA	13	21	55	31						120
5											
6											
7	IAA	14	28	25	33						100
8	IAA	13	25	39	20						97
HIGH SCHOOL (SPECIFY GRADE: 10)	IAA	14	26	33	12						85

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	2029	0	82	0	2111
4	2188	0	120	0	2309
5					
6					
7	2008	0	100	0	2109
8	1996	0	97	1	2094
HIGH SCHOOL (SPECIFY GRADE: 10)	1622	0	85	0	1708

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	2110	18,338
4	2293	18,466
5		
6		
7	2103	19,622
8	2074	19,577
HIGH SCHOOL (SPECIFY GRADE: 10)	1697	18,505

¹At a date as close as possible to the testing date.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	2022	829	30	0
4	2177	894	32	0
5				
6				
7	2005	798	24	0
8	1983	715	26	0
HIGH SCHOOL (SPECIFY GRADE: 10)	1611	560	45	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5			
6			
7	0	0	0
8	0	0	0
HIGH SCHOOL (SPECIFY GRADE: 10)	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON **READING** ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	88	0	88	0	0
4	116	0	116	0	0
5					
6					
7	98	0	98	0	0
8	91	0	91	0	0
HIGH SCHOOL (SPECIFY GRADE: 10)	86	0	86	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON **READING** ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3	0	0	0
4	0	0	0
5			
6			
7	0	0	0
8	0	0	1-Medical
HIGH SCHOOL (SPECIFY GRADE: 10)	0	0	0

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Idaho Standards Achievement Test (ISAT)	324	613	659	427						2022
4	ISAT	429	803	677	268						2177
5											
6											
7	ISAT	712	772	447	74						2005
8	ISAT	547	732	603	101						1983
HIGH SCHOOL (SPECIFY GRADE: 10)	ISAT	644	480	387	100						1611

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **Proficient**

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3	N/A										0
4											0
5											
6											
7											0
8											0
HIGH SCHOOL (SPECIFY GRADE: 10)											0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: n/a

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IDAHO

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>						9C ROW TOTAL ⁶
		Achievement Level ⁵	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Idaho Alternate Assessment (IAA)	4	20	33	31						88
4	IAA	3	36	39	38						116
5											
6											
7	IAA	5	18	50	25						98
8	IAA	6	20	43	22						91
HIGH SCHOOL (SPECIFY GRADE: 10)	IAA	4	31	32	19						86

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **Proficient**⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON **READING** ASSESSMENT (CONTINUED)

STATE: IDAHO

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
3	2022	0	88		2110
4	2177	0	116		2293
5					0
6					0
7	2005	0	98		2103
8	1983	0	91		2074
HIGH SCHOOL (SPECIFY GRADE: 10)	1611	0	86		1697

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.